**Context:** Your friend is in French 1 and has been recently matched with a student in France. She wants to write an introductory email to her new French pen pal but doesn’t know where to start.

**Task:** Write a “profil” of your best friend (You can invent the person if you wish)

**Format:** An email

**Purpose:** To give information about your friend to her new French pen pal

**Audience:** A French student named Claire

**Required elements:**

* the present tense of regular and irregular verbs (-er / -ir / -re) (avoir/être/aller/faire)
* physical/personality characteristics
* description of their family
* activities the person likes to do
* transition word

Writing Rubric

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|  | **4**  **Exemplary** | **3**  **Proficient** | **2**  **Developing** | **1**  **Below Standard** |
| **Task completion** | Completion of the task. Ideas are well developed and well organized. | Completion of the task. Ideas are adequately developed and organized. | Partial completion of the task. Ideas are somewhat developed with some organization. | Minimal completion of the task. |
| **Comprehensibility** | Text is readily comprehensible, requiring no interpretation on the part of the reader. | Text is comprehensible, requiring minimal interpretation on the part of the reader. | Text is mostly comprehensible, requiring interpretation on the part of the reader. | Text is barely comprehensible. |
| **Level of discourse** | Use of paragraphs with some transition words. | Use of paragraphs with 1 or 2 transition words. | List of sentences with 1 or 2 transition words. | Lists of sentences, no transition words. |
| **Vocabulary** | Rich use of vocabulary and idiomatic expressions. | Adequate and accurate use of vocabulary, which is level appropriate. | Somewhat inadequate or inaccurate use of vocabulary that is not level appropriate. | Inadequate or inaccurate use of vocabulary. |
| **Language control** | Good control of basic language structures. | Fair control of basic language structures. | Poor control of basic language structures. | Little to no control of basic language structures. |